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ABSTRACT

Human rights are those essentials of human existence that are inherent in the species. They are moral claims that satisfy the basic needs of all human beings. Ten major goals and numerous objectives were developed to undergird the Detroit (Michigan) curriculum, and this guide is established around the 10 major goals for teaching students about human rights with activities and resources appropriate for elementary students. Each of the 38 lessons is structured around one of the major goals and provides objectives, learner outcomes, activities, and resources. The 10 goals help develop understandings that: (1) all people are interdependent; (2) all ethnic groups are unique and worthwhile; (3) the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child are a goal for world peace and cooperation; (4) governments at national, state, and local levels affect one's human rights; (5) self-esteem in individuals is enhanced through the knowledge of human rights; (6) all people must be treated with dignity and respect; (7) apathy and indifference foster inhuman conditions; (8) racism, sexism, and genocide have been the results of political and economic structures of particular societies; (9) people have historically attempted to make their world a better place in which to live; and (10) myths and stereotypes about different people should be eliminated. (SM)

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ED295876

DETROIT PUBLIC SCHOOLS
Division of Educational Services
Office of Curriculum and Staff Development
Department of Curriculum Development and Services
SOCIAL STUDIES

ELEMENTARY SCHOOL GUIDE FOR TEACHING ABOUT HUMAN RIGHTS

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TABLE OF CONTENTS

Goal 1.0 - To develop the understanding that all people are interdependent. 1

Goal 2.0 - To develop the understanding that all ethnic groups are unique and are worthwhile. 19

Goal 3.0 - To develop an awareness of the United Nations Declaration of Human Rights and the Declaration of the Rights of the Chlld as a goal for world peace and cooperation 27

Goal 4.0 - To develop understanding as to how government at national, state and local levels, can affect one's human rights. 30

Goal 5.0 - To develop self-esteem in individuals through the knowledge of human rights 38

Goal 6.0 - To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect. 48

Goal 7.0 - To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions. . 55

Goal 8.0 - To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies . . 60

Goal 9.0 - To develop the understanding that people have historically striven to make their world a better place in which to live. 63

Goal 10.0 - To destroy the myths and stereotypes about different people. 65

FOREWORD

The current rise of the KKK and the Nazis bookstore that opened in Southwest Detroit caused a number of organizations, groups and individuals to petition the Central Board of Education through its Curriculum Committee to develop a course of study that taught about genocide and the evils of Nazism.

The Division of Educational Services was directed to research the issue and respond. Their response is listed below:

> The Division of Educational Services agrees with the position taken by the Detroit Human Rights Commission in its resolution regarding teaching about the evils of Nazism to Detroit Public School students and therefore we urge the Board to adopt the resolution.
>
> However, we recommend that the Detroit Public Schools engage in systematic curriculum development activities consistent with existing knowledge of child growth and development in order to offer greater assurance of the transfer of moral values and conflict resolution skills at suitable growth levels.

Subsequently, the Department of Social Studies was directed to examine all of the approved textbooks and to prepare a report on "Teaching About Man's Inhumanity To Man In The Detroit Public Schools: Racism, Violence and Genocide." This report cited the paucity of this data in elementary social studies textbooks and minimal inclusions in the middle school and high school textbooks.

The report also recommended:

1. Establish a committee of citizens and educators to examine existing programs and promising practices that teach about man's inhumanity to man.

2. Establish a committee to develop a Detroit Curriculum Plan for teaching about man's inhumanity to man.

3. Develop a training design and schedule.

4. Implement the Program.

The committee to Explore the Feasibility of Teaching About Man's Inhumanity to Man made the following recommendations:

1. Teaching about Man's Inhumanity to Man should not be a specific course. The concepts (to be specifically identified later) should be infused in the K - 12 curriculum of the Detroit Public Schools. The development and monitoring of this curriculum thrust should be the responsibility of the Department of Social Studies.

2. Change the title from Teaching About Man's Inhumanity to Man to Teaching About Human Rights.

3. Teaching about man's inhumanity to man should be initiated in the high schools first in order to give high school students the benefit of this instruction before they move into the world of work.

The committee composed of citizens and educators recommended twelve (12) goals to the Curriculum Committee. The Department of Social Studies, with the approval of the citizen's committee, was able to combine several concepts and eliminate some repetition and reduced the goals to ten (10).

Next the Department of Social Studies formed a task force, with educators from other regions, to develop activities and identify resources. The next step involved the development of an elementary, middle school and high school teacher's guide and a resource guide for all three levels.

Training will be provided for elementary, middle school and high school during August 1981. At these orientation sessions teachers will be given the appropriate guide and the resource guide. They will also be given our definition of human rights.

Human rights are those essentials of human existence that are inherent in the species. They are moral claims that satisfy the basic needs of all human beings. Minimally, we see these moral claims to be: the rights to an existence, food, shelter, clothing, and to provide for ones self. These rights only provide for the basic essentials. Ideally, however, all humans should have the social, political, economic, and cultural rights described in the Universal Declaration of the Rights of Man.

At the orientation sessions, all of the teachers and administrators will be encouraged to implement this program and make a maximum effort to influence their peers. The Department of Social Studies will inform them that it will monitor this program in the schools and will provide, upon request, supportive services in the area of staff development.

This elementary teacher's guide and certain portions of resource guide could not have been developed without leadership of Mrs. Louise Frazier, elementary social studies supervisor and the contributions of the other members of the elementary writing team: Mr. Nathan Simpson, Sherrard Middle School and Mrs. Ruby Walter, Nichols Elementary School.

Ms. Juanita Bilinski, Audio Visual Education, Mrs. Jean Sherman, School Libraries and Mr. Paul Bielich, School Libraries, contributions to the resource guide were significant and deserve a great deal of thanks for their collaborative efforts.

The Department of Social Studies is especially grateful for the guidance and support given by Dr. Lewis E. Ellis, Divisional Director for Curriculum Development and Services, Dr. Marvin L. Greene, Assistant Superintendent for Curriculum and Staff Development, and Dr. Melvin Chapman, Deputy Superintendent, Division of Educational Services, in this seminal curriculum development effort.

Norman McRae
Director
Department of Social Studies

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.1.1 List those elements which are necessary to all human life.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.1.1	1. Have students brainstorm responses to the question: What do <u>all</u> people need in order to survive? List on chalkboard or retrieval chart. Discuss list in terms of "what would happen if this particular item were not available?" Eliminate items until only "basic needs" remain. 2. Have students illustrate imaginary situations in which basic needs are nonexistent. Share illustrations with class. Explain. Class commentary. 3. Have class imagine that a tornado had just destroyed their home. All that was saved was what they were wearing and their money. The parents have just informed everyone that there is only money enough for absolute necessities.	Basal Social Studies Text

T.O.	ACTIVITIES	RESOURCES
1.1.1	3. Divide students into "family" groups: father, mother, aunt, children, grandparents, uncle, etc. Each family group must make a list that meets the basic needs of that particular family. Share with total group and justify listings as basic needs. 4. Have students describe one way in which they meet each of the following needs: a. need for water b. need for shelter c. need for food d. need for air e. need for love Class sharing and discussion.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.1.2 Give examples of how social institutions like

a. the family
b. government
c. education
d. economics
e. religion

vary, but are present among all peoples of the earth.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.1.2	1. Divide into groups. Have students view and examine materials, audio-visual and otherwise, which depict life in U. S. and other selected countries. Chart information in terms of: a. Family life - roles and relationships - marriage customs - "rites" of passage b. government - form of - composition - duties and responsiblities c. education - purpose - form of (organization) d. economics - system	Japan Series Filmstrip Minorities Have Made America Great Filmstrip Children Around the World Filmstrip Africa: Focus on Culture Filmstrip (etc.) The West African Past: Black Peoples and Cultures South of the Sahara

T.O.	ACTIVITIES	RESOURCES
1.1.2	1. e. religion - principal form(s) - nature Share and discuss similarities and differences.	
	2. Select one of the social institutions: family, government, education, economics, or religion. Have students collect pictures or draw about that institution from varied sources. Make mural or bulletin board for class discussion.	Magazines

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.1.3 List ways in which our lives are directly affected by the activities of people around the world.

1.1.4 Identify where a given list of natural resources comes from.

1.1.5 Explain how their lives would be changed if the United States could no longer import resources and products from other parts of the globe.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.1.3 1.1.4	1. Label different colored string as resources: - iron (red) - oil (yellow) - bauxite (green), etc. Have string emanate from its source/country on wall map. Students, working in groups, write reports on the following: - What countries are sources of particular resources? - How is resource used?	Encyclopedia Natural Resource Listing Scholastic Magazine
	2. Make bar graphs, charts, or illustrated maps of resources imported and exported to and from U.S.A.	Encyclopedia Maps (U.S.)
1.1.4 1.1.5	1. In groups or as a class, list resources and products that are imported to United States. Write skits, role-play, or illustrate imaginary conditions or situations for each listed resource in which that resource is withheld from the United States.	Encyclopedia U. S. Map

T.O.	ACTIVITIES	RESOURCES
1.1.4 1.1.5	What would it be like? List consequences in terms of - family life - government - laws	
	1. Have students to make a list of several food items which maybe found in any household. Such as the following: - tea - coffee - sugar - rice - bananas - nutmeg - cinnamon - all spice - vanilla - black pepper - cocoa	Home Encyclopedia Time Newsweek GEO National Geographic
	2. In the above list, state or list some countries where each item is produced or found naturally. For instance , which countries produce coffee?	
	3. Have students obtain world outline maps and indicate or illustrate where the above food items are found and where the food items are used.	
	4. Have students explain how food items get from where the food items are produced or are found naturally to the United States.	
	5. Have students discuss what would happen to their lives, if one or all of the above food items were missing or taken out of their lives. Would their lives be richer or poorer?	
	6. Have students find out if the countries which produce these food items are themselves richer or poorer for selling these food items to the United States.	Encyclopedia

T.O.	ACTIVITIES	RESOURCES
1.1.4 1.1.5	7. Have students become familiar with the following vocabulary: - export - import - staple(s) - commodity - trade - exchange	Dictionary
	8. Have students count and/or list items in their homes, classrooms, churches, or cars, etc. that are made of metal. Have students name the particular metals, such as: - chrome -- light switch plate - copper, etc. Make retrieval chart: Metal | Country Source	Encyclopedia
	9. Referring to chart, have students answer the following for each metal: - How does _____ get to U.S.A.? - If _____ were no longer available, what would that mean for your/our way of living?	
	10. Have students role-play the consequences of one or all of the above metals not being available in their lives. Would they be richer or poorer?	

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.2 Affirm that the resources of the globe are finite, not infinite, and that they are the heritage of no one nation or generation, but all peoples, nations and of posterity.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.2.1 Define renewable and non-renewable resources.

1.2.2 Divide a list of natural resources into two categories, renewable and non-renewable.

1.2.3 Describe possible effects on future generations resulting from not conserving resources.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.2.1	1. Have students bring in pictures of natural resources. List pictured resources under headings: Renewable Non-Renewable	National Geographic Magazine Geo - Magazine
1.2.2	1. Have students add to listing. Discuss reasons for placement of individual resources in a particular category. 2. Guide students to a definition of "renewable" and "non-renewable." 3. Recategorize resources in appropriate columns.	Magazines
1.2.3	1. Have students imagine a society without certain resources in the year 2081. a. Students could make murals of life in 2081. b. Students could write skits about life in 2081. c. Students could create filmstrips, booklets about life in 2081. - family life - recreation facilities - government structure - educational structure	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.3 To explain that the exploitation of the poor by the rich, and the weak by the strong violates our common humanity and denies to large segments of society the blessings of life, liberty and happiness.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.3.1 List some groups which have been exploited in the United States.

1.3.2 Explain how exploitation has prevented them from fully participating in society.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.3.1 1.3.2	1. Discuss definition of "exploit" (unfair or selfish use of). View film or filmstrip depicting "slavery" (Black American), dispossession of Indian, etc. Have students chart the following information: - group - original status - status at present - type of exploitation 2. Have students suggest TV programs in which some character or characters are "unfairly or selfishly used" (exploited). Make retrieval chart of information" Program Character Type of Exploitation	Chains of Slavery F 6521 Harriet Tubman Plantation System F 5231 Slavery: America's Peculiar Institution F 4950 F 4951 American Indian: A Dispossessed People GA-69 F 5068 Indian Heritage - Americans Before Columbus F 6192 Television Materials on Migrant Workers in U.S. Mexicans in Detroit

T.O.	ACTIVITIES	RESOURCES
1.3.1.	3. Have students make cartoon booklets about a personal experience in which they or someone else was exploited. Have students share booklets and explanation of incidents with class.	DORT Ethnic Literacy Guide: The Mexicans Materials on Relocation of Japanese in World War II

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.6 Deplore the reliance on force to settle disputes between nation states and between rival groups.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.6.2 Discuss why settling a dispute by force won't necessarily cause rivals to communicate with each other.

1.6.3 Devise a plan for increasing communication between parents and children, teachers and their classes, a mayor and a city worker's union.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.6.2 1.6.3	1. As a class, read the following situation: (see page following activities "CONFLICT AND RESOLUTION") After reading, list the identified conflicts involved. Divide into groups, discuss and list possible solutions to conflict. In groups, have students take roles of "Intruders" and "Inhabitants," discussing their views of solutions. Class sharing.	The television news and documentaries
1.6.3	2. Have students bring in articles from newspapers depicting conflict. Make bulletin board or other display. Discuss: - nature of conflict - settlement 3. Elicit suggested situations of disputes from students: - parents vs children - teacher vs students	Newspapers

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.4 Recognize a moral obligation to strive for a more prudent and more equitable sharing of the resources of the earth in order to ameliorate poverty, hunger and disease.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.4.2 Explain using a chart, the current distribution of natural resources.

1.4.4 Describe possible consequences which might occur if a more equitable sharing does not take place.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.4.2 1.4.4	1. Divide students into groups. Have groups make legends for and put in symbols for natural resources on maps of Detroit, Michigan, U.S.A., and World. 2. Chart or graph distribution of natural resources: - by states (U.S.A.) - by countries 3. Divide students into groups. Assign each group a natural resource that will soon be impossible to obtain, i.e., water. Have students imagine and list possible consequences of such a situation. 4. Brainstorm possible situations in which resources are shifted unequally (refer to chart). "What would be the feelings of the different governments?"	Natural Resource List Encyclopedia Globe of World Resource Chart of Distribution

T.O.	ACTIVITIES	RESOURCES
1.6.3	3. - city official vs workers - students vs students - playmate vs playmate Divide class into groups, having each group deal with a given situation. Have class sharing of settlements, noting the following: - What method of settlement was used? - Was one side more dominant than the other? If so, how? - Could dispute have been settled another way? If so, how? 4. Have class discussion clarifying "force" - <u>physical</u> and <u>implied</u>. Example: Students in dispute over possession of book. <u>Physical Force</u> - fight for book - actual taking possession of book <u>Implied Force</u> - threatening - "If you don't give me that book, I will . . . !" Have students suggest situations which have been settled by force, both physical and psychological. 5. Role-play imaginary situations in which students settle disputes in both manners - physical force and psychological force.	

T.O.	ACTIVITIES	RESOURCES
1.6.3	5. Discuss ways in which situations could have been settled peaceably. Have students describe feelings resulting from situation settlements.	
1.6.2 1.6.3	6. Ask students to watch TV for conflict situations and for cooperation situations. List on board: Conflict Cooperation Make retrieval chart:	Television Drama, News and Documentaries

Program	Nature of Conflict	Nature of Cooperation

	7. Have students view selected pictures, indicating whether picture shows conflict or cooperation. Discuss method(s) of settling conflicts.	Pictures Magazines Newspapers

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.9 Recognize that common human needs and hopes underlie cultural, national, racial, religious, ethnic and linguistic differences.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.9.1 List the basic needs of humanity.

1.9.2 Compare the characteristics of the American culture to a non-western culture and show how they both meet the basic needs of their people in different ways.

1.9.3 Give examples of ways in which cultures have structured the institution of education, the family, government, religion and economics.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.9.1 1.9.2 1.9.3	1. Ask students to decide which of the pictured items they would need to survive on a desert island. Guide students to final choice of food, water and shelter. 2. Have students imagine themselves as living in Japan or China. Have them illustrate for panel discussion, what their lives would be like in terms of: education, family, life style, government, religion, economics, etc. 3. Make retrieval chart of American cultural institutions as compared with Chinese or Japanese culture.	Pictures of various items: foods of different kinds, water, shelter, etc. Japenese Culture Chinese Culture (Filmstrips)

Institution	American	Chinese/or Japanese
Education		
Government		
Family		
Religion		
Economics		

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.10 Recognize that respecting others who are different enriches rather than diminishes each member of the family.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

1.10.1 Describe how individual differences are often used to insult and diminish individuals.
1.10.2 Explain why individual differences are important to the world.
1.10.3 Give examples of "the differences" of famous persons and show how those differences helped that person contribute to humanity.
1.10.4 Explain how members of a family might be different and how they might use their differences to help the family.
1.10.5 Identify what the possible results are of efforts to make everyone "the same."

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.10.1 1.10.2 1.10.3 1.10.4 1.10.5	1. Prepare a list of foods from various cultures: Examples: Chow Mein - Chinese Chop Suey - Chinese Fondue - French Chili - Mexican Taco - Mexican Squash - American Indian Corn - American Indian Hamburger - German Frankfurter - German Have students point out country where each food originated. Ask students to interview parents and teachers, look at newspapers, magazines, etc. to find names of foods and the cultures from which they come. Place name or picture of food on country (world map).	Foods Around the World Filmstrip

T.O.	ACTIVITIES	RESOURCES
1.10.1 .2 .3 .4 .5	2. Have students recall television programs, stories, comic strip characters, or personal experiences where someone was looked down upon, isolated, or otherwise ridiculed because he/she was "different." List situations on board. Person/Character — Nature of Situation Class discussion of situations in terms of: How would you feel if you were that person? 3. Recall, review or initiate a retrieval chart of three or four cultures:	DORT Ethnic Literacy Guide: The Mexicans Mexicans in Detroit

	Chinese	Mexican	African
Dress			
Foods			
Family Life Style			
Government			
Education			
Recreation			
Etc.			

Note difference in customs.

4. Ask students to imagine what it would be like if all the members of their family were alike:

liked the same foods
liked the same sports
liked the same TV programs
looked alike, etc.

T.O.	ACTIVITIES	RESOURCES
1.10.1 .2 .3 .4 .5	5. Have students research personages such as George Washington Carver, Thomas Edison, etc. Have them note (look for) incidents in their lives in which people were concerned about their "differences." 6. Make collage of magazine pictures of all kinds of persons. Discuss pictures in terms of differences. Pose the question: "Would you like the Collage better if all the persons were the same? Why? or Why not?"	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.1 List aspects of the culture which are unique to the group and differentiate them from all other ethnic groups.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

2.1.1 Identify the many aspects of culture.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.1.1	1. Have students cut from magazines, etc., pictures representing the different parts of human culture: - tools - institutions - language - beliefs Make retrieval chart: Tools | Institutions | Language | Beliefs 2. Game: What's My Blood Line? Have students in groups of three or four select an ethnic group to research. Students prepare an exhibit, a pictorial display, skit, etc. for class.	Magazines Geo National Geographic Films Libraries

T.O.	ACTIVITIES	RESOURCES
2.1.1	2. Audience may ask questions in the process of deciding what ethnic group is being represented.	
	3. Review aspects of a culture: - family structure - government structure - educational structures - economic structures - religious structures - recreational activities	Minorities Have Made America Great Filmstrip Region Six's: Christmas the Polish Way Chaldean Dictionary
	Have students chart cultural aspects of: - Nigerians/Africans - Mexicans - Chinese - Native Americans - Israelis - Arabs - Polish - Armenians - Italians	DORT Ethnic Literacy Guides The Arabs The Mexicans DORT Literacy Kindergarten Manual A Cultural Mosaic: A Multi-Cultural Program from Primary Grades

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.2 Explain the customs which are unique to the group.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

2.2.1 List customs associated with birthday celebrations in the United States.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.2.1	1. Note birthday celebrations that are different from American celebrations. 2. Have groups of students develop presentations depicting birthday celebrations unique to particular groups: - Nigerians - Italians - Native Americans - Indians - Israelis - Armenians - Chinese - Arabs - Mexicans - Polish Present to class, parents, school, etc.: - illustrations/panel - role-play/costumes - pictures	Children Around the World (filmstrip) Encyclopedia DORT Literacy Teacher's Guide - Awareness, Understanding, Appreciation Region Six's filmstrip, Our Neighbors: The Italian-Americans

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.3 Describe the style of traditional dress which distinguishes this group from all others.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

2.3.1 Distinguish between traditional and modern dress by giving examples of each.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
2.3.1	1. From Culture Chart, illustrate or otherwise distinguish between "traditional" and "western" dress.	African Culture Series Children's Museum
	2. Have students examine examples of traditional dress of selected ethnic groups. Students will chart dress item, matching it with significance (if any).	African Culture Series Children's Museum

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.6 List and identify people belonging to the ethnic group who have made a contribution to the society.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

2.6.1 List, using Black Americans as an example, Blacks who have made important contributions to humanity and their contributions.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
2.6.1	1. Introduce and show filmstrips, and other materials depicting contributions of ethnic groups in America. After viewing materials, have students list, on retrieval chart, individuals and their contributions, making generalizations. Individual | Contribution | Generalization	Minorities Have Made America Great Parts 1 and 2 Paul Robeson Teaching Guide Martin Luther King Teaching Guide Region Six's Black Personalities of Detroit
2.6.1	2. Develop a list of noted Black Americans, such as Paul Robeson, Martin Luther King, Sojourner Truth, etc. Students will select one individual, prepare a report on the accomplishments of that person. (See attached form)	See Appendix

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.7 Identify customs or traditions which have been adopted from the group and accepted into our culture.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

2.7.1 Describe Christmas customs in Germany and explain which ones have been adopted as American customs.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
2.7.1	1. Have students, in groups, depict ways Christmas is celebrated in various cultures: - Germany - Poland - Mexico This could be done through murals, reports, dramatic presentations, etc. List items of dress, food, language, etc. that have become a part of/or are similar to the way Christmas is celebrated in this country.	Christmas With Our World Neighbors Filmstrip Series Region Six's Christmas the Polish Way

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.8 Understand the contributions each ethnic group has made to our world.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

2.8.1 List, using the Chinese as an example, the contributions to humanity made by the Chinese.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
2.8.1	1. Divide class into groups, having each group collect information on a particular culture, e.g., African, Chinese, Native American, etc. Each group will obtain information in terms of: - food - clothing - tools - education - beliefs - art, etc. After class sharing, students will make mobiles depicting particular cultures. 2. Have a fine arts festival featuring the aspects of a particular culture. Divide class into groups. Have each group work with one aspect of the culture: - art - music - dance - language	Africa: Focus on Culture Filmstrip Indian Heritage Filmstrip Series Japan Series Filmstrip Etc. Art Teacher Music Teacher Dance Teacher Media Teacher

T.O.	ACTIVITIES	RESOURCES
2.8.1	2. Have each group work with a resource person to choose materials, etc. for class. Example: Music group work with music teacher selecting 3 or 4 songs for class. After class has developed festival, present it to some audience: - parents - another class - school assembly, etc.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.2 List the provisions of the Declaration of the Rights of the Child.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

3.2.1 Identify, given a list of possible choices, what 10 elements are contained in the Declaration of the Rights of the Child.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.2.1	1. Using chalkboard, poster board, chart paper, etc. students will discuss the following information: - a right--something that is due a person - a responsibility--a duty: something a person ought to do - a right and a responsibility go together.	Declaration of the Rights of the Child - booklet Child's Declaration of Rights and Responsibilities booklet
	2. Students will list examples of rights and their accompanying responsibilities.	
	3. Examine and discuss Principles #1-10 of "The Declaration of the Rights of the Child." - teacher will assist student in paraphrasing principles so that language is consistent with their instructional level. - teacher will elicit from students one or more examples of: a. a right being adhered to b. a right being violated.	Declaration of the Rights of the Child - booklet

T.O.	ACTIVITIES	RESOURCES
3.2.1	4. Role play examples for class discussion. 5. Ask students to choose a "right" that is more important to them than others. Have them tell "why." 6. Using magazines, films, filmstrips and/or other visual materials, students will make a listing or pictorial chart of the basic human needs: - shelter - food - clothing - love - water, etc. Discuss list and/or chart in terms of: - What happens when basic needs are not met? - What happens when needs are met? Example: food - satisfaction (when met) starvation, malnutrition (when not met) shelter - (exposure) love - (insecurity) clothing - (exposure, disease) water - (dehydration) 7. Have resource persons from selected ethnic groups speak to class regarding historical and personal experiences which illustrate the human rights adherence or violation of the principles of the Declaration. Students will write their impressions of what has been shared.	Selected ethnic organizations Parents

T.O.	ACTIVITIES	RESOURCES
3.2.1	8. Have students read (or read to class) the story of Peter Shem. Discuss as a class the question: "How is the experience of Peter Shem similar to that of the African brought to America as a slave?"	Copies of "Peter Shem"
	9. Have students write to social agencies such as A.D.C., Welfare, and other social agencies requesting informational materials, and/or speakers. After examining materials and/or hearing speaker, students would chart information:	Social agencies, Newspapers, T.V.
	10. Refer to chart of previous activity. Recall from newspaper, T.V. or personal experiences, violations of purpose, in this country and/or throughout the world.	

Agency	Purpose	Practice in Reality

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.1 The learners will acquire a clear, functional definition of government which will apply to any level.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

4.1.1 Define government.

4.1.2 List the major governmental bodies which impact on them as Detroiters.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.1.1 4.1.2	1. Have students write letters to obtain pictures and information about government to city council members and other city officials. Make bulletin board and/or retrieval chart illustrating responsibilities. 2. Have speakers from City Council, and other city and/or state offices speak to class about duties and responsibilities. 3. Discuss, as a class, how rules and regulations are developed in families, school and classrooms within the school. - List problem situations which might occur in the family, school and classroom. - Divide class into three groups (1) family, 2) classroom, 3) school. Have groups develop solutions to particular problem situations. - Share solutions in terms of: a. How did group organize for solution? b. Who made final decision? c. What were problems encountered?	City Council City officials City of Detroit Department of Information Media related to City and/or State government Newspapers

60

61

T.O.	ACTIVITIES	RESOURCES
4.1.2	1. List on chalkboard or chart responses to the following questions: - What group runs our city government? - How is the group selected? - What are some of the responsibilities of this group? 2. Have students write to the Mayor and/or members of City Council requesting information about individual or collective roles in city government. View film/filmstrip about city government. Write skit for class portrayal of government. 3. Have respresentative of city government as guest speaker. Students develop pertinent questions before speaker appears: - What is selection procedure? - What are responsibilities? - What is relationship between _____ and the Mayor? etc.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.2 The learners will develop and display an understanding of why people have government, regardless of the type.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

4.2.1 List three reasons why governments are necessary.

4.2.2 Give two examples of how other cultures have devised government.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.2.1 4.2.2	1. Have students, in groups, discuss, write a paragraph about, and illustrate one or more of the following situations: "If there were no government, what would happen to . . . - garbage collection - printing of money - fire fighting - defense of the country - operation of schools - laws - protection 2. Review and list responsibility of government. Have groups of students explore and list other situations resulting from having no government. 3. Write skits of "decision-making" with no government. Share results of discussion (group) concerning the question: "Why are governments necessary?" Have students list reasons.	City bulletins about job responsibilities

T.O.	ACTIVITIES	RESOURCES
4.2.2	4. Have students select two cultures. Invite speakers from that/those cultures to talk to class about government practices. Students prepare murals of governments. Compare and contrast. 5. View filmstrip. Read about. Students, in groups, decide upon a culture to report on: - Indian - Chinese - Japanese - Mexican, etc. 6. Examine resources, media, etc. Share facts about selected governments: - How government was developed. - Why? What were the determining circumstances? Students share information in reports, panels, murals, etc.	Guest speakers
4.2.1	7. Students will prepare a collage or bulletin board depicting some services and facilities provided by the State of Michigan. After completion of collage and/or bulletin board, the students will discuss what might occur if any one of the facilities or services were eliminated.	Literature related to services provided by State of Michigan

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understanding as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.3 The learners will develop understandings of the structure of our American government.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

4.3.3. Explain how the Bill of Rights provides protection for individuals.

4.3.4 Identify ways in which individuals can impact on the government.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.3.3	1. Divide class into groups. Have students examine the "Bill of Rights," assigning particular parts to particular groups: Questions to be considered - What is being stated? - What does this mean?	Copies of Bill of Rights
	2. Have groups report on their particular assignments for class discussion. - panel - group mural, etc.	
	3. Have students list some of the freedoms they have as U. S. citizens.	American Historical Documents: Constitution Filmstrip Bill of Rights Our Constitution Film
	4. Have students identify examples of times when they see these rights exercised. For Example: Situations on TV where the right to trial was depicted.	

T.O.	ACTIVITIES	RESOURCES
4.3.3	5. After identifying ways in which our lives are affected by the Bill of Rights, students will identify ways in which human activity might or does differ in countries which do not guarantee such freedoms.	
4.3.4	1. Brainstorm with students ideas concerning "how to influence change in government procedures." List ways on board. Have suggested ways further clarified by group research: Example: Voting - group will examine and prepare report on the following: a. meaning of "voting" b. preparation for voting c. voting procedures d. purpose of voting	Speakers from Election Commission Election bulletins

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understanding as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.10 The learners will investigate each of the first eight amendments to the Constitution to gain understandings of how they affect the human rights of the individual as well as those of the group.

Grade Level: Elementary (Grade 5)

Terminal Objective(s): Students will be able to:

4.10.1 Chart the first eight amendments to the Constitution and give an example of how they would affect an individual and a group.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.10.1	1. Discuss, as a class, the first eight amendments to the Constitution, in terms that all students can understand. Have students give examples of what each amendment would mean to: Group Individual List responses.	Constitution
	2. Have students collect pictures, or newspaper articles which depict the eight amendments in effect. Have students identify the particular amendment involved.	Newspapers Magazines Charts: Amendments 1-8

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understanding as to how government at national, state and local levels, can affect one's human rights.

Objective : 4.11 Understandings will be developed helping students to realize that through reform and revolution, government at all levels is subject to and does change; but the individual rights of any human being can be and often are adversely affected and/or violated.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

4.11.1 Define revolution.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.11.1	1. Discuss the meanings of reform and revolution. List five examples of each: Reforms Revolutions 2. Make retrieval chart of reforms and revolutions as follows: Reforms Wrong-Corrected or Improved Revolutions Nature of Change	Dictionary Encyclopedia

73

74

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.1 Recognize that individual human rights are valued and are part of our legal system.

Grade Level: Elementary

Terminal Objective(s):

*5.1.3 Demonstrate understanding of the role of individuals, communities and government in helping to ensure that all humans are guaranteed personal security, political freedom and social justice.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
*5.1.3	1. From chalkboard, poster board, or chart paper, students would discuss and review the following information: - a right--something that is due a person. - a responsibility--a duty: something a person ought to do. - a right and a responsibility go together. Students would then list examples of rights and their accompanying responsibilities. 2. Students could develop skits about situations concerning rights' violations. Example: A group of boys want to play baseball on the playground. A group of larger boys object because they were there first. - Do they both have rights to the playground? - How may the problem be solved? Who decides?	The Declaration of the Rights of the Child and the Child's Declaration of Rights and Responsibilities, developed by Marion Edman, Professor Emeritus, College of Education, Wayne State University; Edited by Lillian Genser, Director, Center for Peace and Conflict Studies

T.O.	ACTIVITIES	RESOURCES
*5.1.3	3. Student review of the concepts of: a. rules as related to family and school b. laws as related to city, state and nation	
	4. From provided information/resources, students list and discuss the perceived roles of the city government. - mayor - city-council - courts	Filmstrips, brochures from City-County Building, texts.
	5. Students - write letters to Mayor, City-Council, Judges expressing interest in and requesting information about government operations. - arrange for guest speakers from the different branches of government. - develop pertinent questions for guest speakers.	Resource persons from City government
	6. Students discuss what might happen if there were no laws: a. List particular laws and their penalties (Example: traffic laws) b. Have mock trial of a lawbreaker or lawbreakers.	Brochures from City-County Building concerning particular laws in mind.
	7. Have students discuss what may occur when a law is broken. Example: people may be hurt lives may be endangered tickets may be issued arrests may be made, etc. Have students state some traffic laws. List on board together with penalties.	

T.O.	ACTIVITIES	RESOURCES
*5.1.3	8. Have students role play law-breaking incidents: - judge - lawyers - jury - police - lawbreaker - witnesses Have judge, jury, prosecuting attorney leave the room. The defense attorney, witnesses, etc. will witness the offense. After the police arrest the lawbreaker, the trial will be conducted. 9. Create an obviously unjust rule for the school and present it to the class. Example: All girls with long hair must stay after school fifteen minutes on Mondays and Thursdays. Ask students to react to the rule. List, on retrieval chart, ways that rule might be changed. Discuss which ways might be most effective, and why? 10. Propose to the students that a law has just been passed by the Legislature which forbids riding bikes on Mondays. Divide class into groups. Have groups list ways of getting the law changed. Class sharing of group results.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.2 Acknowledge the importance of individuals.

Grade Level: Elementary

Terminal Objective(s): Students will be able to demonstrate appreciation of the importance of the individual through human rights by:

5.2.1 Recognizing and identifying the unique contributions of all humans by giving examples of eight different ethnic groups.

5.2.2 Helping to create a better world in which human beings can live in peace, in freedom, with their basic needs met.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.2.1 5.2.2	1. Brainstorm the meaning of "ethnic." Have one student look up meaning in dictionary. List on board suggested ethnic groups. Chart contributions by individuals of each group:	Minorities Have Made America Great Filmstrips

Ethnic Group	Individual	Contribution

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.3 Acknowledge that the struggle for human rights is ongoing.

Grade Level: Elementary

Terminal Objective(s): Students will be able to identify reasons why:

5.3.1 World cultures should work together through international community organizations such as UNESCO-WHO-UNITED NATIONS.
5.3.2 Human rights is one of the primary issues of our times.
5.3.3 The struggle to realize the human rights of all men and women goes on.
5.3.4 The knowledge of human relations through international peace and understanding is important in our world community.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.3.1 5.3.2 5.3.3 5.3.4	1. Divide class into small groups of three/four students per group. Assign each group responsibility for finding out about one of the following: a) General Assembly b) Economic and Social Council c) Secretariat d) Trusteeship Council e) Security Council f) UNESCO g) WHO	United Nations Filmstrip United Nations at Work Film
	2. Students study printed and audiovisual materials and develop report explaining: - structure - function - responsibilities of each group Share reports with class.	Pamphlets

T.O.	ACTIVITIES	RESOURCES
5.3.1 .2 .3 .4	3. Discuss ways different countries are interrelated and/or interdependent. Examples: import and export of resources exchange of services sharing of services	Pamphlets United Nations Filmstrip United Nations at Work Film
	4. Illustrate ways in which countries are interrelated and/or interdependent.	Pamphlets United Nations Filmstrip United Nations at Work Film

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.4 Recognize that humanity has benefited from the contributions of a variety of cultures.

Grade Level: Elementary

Terminal Objective(s): Students will be able to demonstrate appreciation of the importance of values, attitudes, behavior, self-worth and uniqueness of the individual by:

5.4.1 Preparing a written report that includes contributions of world cultures to our way of life.

5.4.2 Locating and identifying places on a map where four world civilizations began.

5.4.3 Role playing and emphasizing the importance of understanding different cultures.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.4.1 5.4.2	1. Divide class into groups of 4 or 5. Assign each group 1 or 2 cultures to report about. (Be sure that cultures are depicted in audio-visual materials or otherwise.) Groups will make retrieval chart containing:	Our Immigrant Heritage Film Who Are the People of America? Film Early Civilizations of the Non-Western World Filmstrips See Appendix

	Culture No. 1	Culture No. 2
Foods		
Customs		
Arts		
Government		
Education System		

Have class sharing of all charts. Identify those items that have become a part of the American way of life.

T.O.	ACTIVITIES	RESOURCES
5.4.2	1. Make bulletin board of information about cultures, labeling countries. Locate countries on world map, pinning labels on map.	
5.4.3	1. Have students, in groups, imagine that they are living in a particular culture. According to information on retrieval chart, have students dramatize a day in the life of their particular culture.	
5.4.1 5.4.3	1. Have students illustrate on 12" by 18" sheets, aspects of a particular culture. Example: Food Arts Government Etc. Class members guess what culture is pictured.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.5 Recognize that depriving individuals of their human rights has a negative effect on their self-esteem.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

5.5.1 Give, using American Indian and Black American children as examples, two examples of how depriving their group of human rights might lower their self-esteem.

5.5.2 List ways that groups may raise their self-esteem.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.5.1	1. Elicit from students examples of how American Blacks and American Indians were/are deprived of human rights: Examples: Segregated schools Segregated living areas slums reservations, etc. Job bias, etc. Slavery conditions Discuss: Examine each instance in terms of: How do you suppose _____ feels? felt? How would you feel? have felt?	Encyclopedia American Indian: A Dispossessed People Filmstrip Heritage of Afro-American History Filmstrip Magazines
	2. Have students imagine themselves Indian children on a reservation. Students illustrate a day's activities.	American Indian: A Dispossessed People Filmstrip Indian Heritage Filmstrip

T.O.	ACTIVITIES	RESOURCES
5.5.2	1. Have students research and make timelines of American Indian and African-American Histories: <u>Native American</u> Before Columbus ⟶ ⟶ ⟶ <u>Black American</u> Africa__ Before America ⟶ ⟶ ⟶ - Historical Events - Historical Figures Influence on Group Members Discuss as a class events and figures and their significance in shaping group as it is today.	Encyclopedia Pictures of Historical Events Pictures of Current Events Newspaper, magazine articles, etc.

91

92

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.1 Students will be able to explain and defend the generalization that all people are really similar, sharing with each other all those qualities that make us human and worthy of dignity and respect.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

6.1.1 List those aspects of the human experience which are the same regardless of culture.
6.1.2 Define ethnic groups.
6.1.3 Define culture.
6.1.4 List ten different ethnic groups.
6.1.5 Identify their own ethnic group.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.1.1 .2 .3 .4 .5	1. Culture - the sum total of ways of living built up by a group of human beings which is transmitted from one generation to another. Have class discussion of the meaning of the above definition. Show selected filmstrips from series, "Children Around the World." Make chart similar to the following:	Children Around the World filmstrip

Culture	Indian	Mexico	Japan	Etc.
Family				
Education				
Government				
Economic System				
Recreation				

T.O.	ACTIVITIES	RESOURCES
6.1.1 .2 .3 .4 .5	2. Have students discuss, as a class, the definition of ethnic: a group of people historically or racially related in terms of a common culture - as it relates to their own personal experiences. 3. Show filmstrip. Have students make retrieval chart of ethnic groups in filmstrips. List ethnic representation in room, school. Add to chart. 4. Invite parents to be "celebrity of the week" and speak to students about their ethnic group. Make bulletin board of pictures of parent and child.	What Is An American? Filmstrip Minorities Have Made America Great Filmstrip Harvard Encyclopedia of American Ethnic Groups

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.5 Students will develop strategies and techniques that will be beneficial in improving relationships of individuals, races, sexes, aged and handicapped.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

6.5.1 Brainstorm ways in which each identified group (individuals, races, sexes, the aged, handicapped) could improve their relationships with each other.

6.5.2 Draft a resolution which incorporates the best of the brainstormed ideas.

6.5.3 Develop and put into action a plan which would improve the relationship of the teacher and the class, and the students with each other.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.5.1 6.5.2 6.5.3	1. Have students bring in pictures of two or more persons, girls, boys, men, women, etc. in situations of all kind. Have students examine pictures to decide whether the persons involved are relating to each other in a positive manner or in a negative manner. Give reasons for decisions. 2. Elicit from students, and list, conflict situations between: - the aged - the handicapped - the sexes (girls and boys) (women and men) - the races Example: Girls and boys arguing over the baseball field rights. Have students discuss each situation in terms of how relationship could be improved.	Magazines, Newspapers

T.O.	ACTIVITIES	RESOURCES
6.5.3	1. Have children illustrate imaginary situations of themselves and a teacher or themselves and other classmates, in which a controversy is in progress. Children will explain pictures in terms of: 1. What is the problem? 2. How is/was it solved? 3. How else could it have been resolved?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.6 Students will learn about their own worth and the worth of others. They will also develop acceptance and respect for diversity and change.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

6.6.1 Give five examples of persons who have contributed to humanity from each of the races of humanity.
6.6.2 Defend the statement "I am important because I exist."
6.6.3 Discuss what the statement "I am important because I exist" means in terms of interpersonal relationships.
6.6.4 Hypothesize ways in which alienation can affect a person's feeling of worth and how that would affect their treatment of others.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.6.1	1. Using filmstrips, dictionary, etc. brainstorm, a class discussion of the meaning of "contribution to humanity." Have students, in groups, discuss and write group reports on five persons who have contributed to humanity in terms of: - contribution of persons - how the particular contribution affected humanity - how the contribution "affects" them individually Share findings with class.	Encyclopedia Negro Heroes From American History Film Black Leaders of Twentieth Century America Filmstrips Minorities Have Made America Great Filmstrips
	2. From provided information, have students select and individually research a particular person to report about. Examples: Native Americans Chinese-Americans Japanese-Americans Black-Americans Hispanic-Americans Arabic-Americans	(Same as Above)

T.O.	ACTIVITIES	RESOURCES
6.6.1	3. Have students, in groups, write skits about the contributions of selected persons. Skits would be presented to class as "Who Am I" situations.	
6.6.2 6.6.3	1. Exist - be, have life Important - significant, of value Have students discuss the meanings of "exist" and "important."	
	2. List responses to questions: a) Who are some persons that you consider important? b) Why do you think that they are important? Make retrieval chart.	
	3. Have students examine questions: a) What do I contribute to my family? b) What do I contribute to my class?, etc. c) Am I important? Why? Refer back to statement: I am important because I exist. Make retrieval chart:	

My Contribution	To Family	To Class	To Self

T.O.	ACTIVITIES	RESOURCES
6.6.4	1. Brainstorm meaning of "alienation" citing examples: - not included in desired grouping - not chosen for _____. Discuss selected incidents in terms of: Projected Incidents a) How do you think they feel? How did you feel? b) What do you think they will do? What did you do? Personal Incidents c) What do you suppose are their thoughts? What were your thoughts? 2. Groups report on pictured situations. Share with class responses to questions above (a,b, and c) adding question d): d) What kind of relationship does this result in as far as others are concerned?	Pictures of alientation situations - magazines teacher produced purchased (Same as above)

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.1 To develop an understanding of "apathy" and/or "indifference."

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

7.1.1 Define apathy.

7.1.2 Define indifference.

7.1.3 Give examples of apathy

a) hypothetically
b) historically.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.1.1 7.1.2 7.1.3	1. Present to students the following situation (or one similar): Every day some students throw excess paper, string, etc. in a particular spot in the school. This has been happening for a week. Students who are aware of this have the following attitudes: a) They discuss it in terms of "Isn't that a shame, look at how dirty that's becoming," but do nothing but discuss it. b) They discuss it in the same terms and make plans to remedy the situation. c) They ignore the situation. Pose the following questions to students, either in groups or as a class:	

T.O.	ACTIVITIES	RESOURCES
7.1.1 .2 .3	In terms of the following definitions: apathetic - having knowledge, feelings, opinions, with no action. indifferent - having knowledge (perhaps), no concern or feelings, incidents is of no importance. a) Which students are apathetic? b) Which are indifferent?	
7.1.3	1. Using statistics of election such as: There are _____ eligible voters in the United States, Michigan, or Detroit. Only ____% of them voted in the _____ election. Work with students to develop a skit: Scene: family dinner table Characters: father, mother, and others - apathetic members - indifferent members - concerned members Write dialogue which illustrates feelings.	Review Charts of: - apathetic - indifferent definitions - concerned

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.2 To develop an understanding of the difference between "apathy" and "helplessness."

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

7.2.1 Contrast apathy and helplessness.

7.2.2 Correctly identify, given a list of situations, those which are examples of apathy and which are examples of helplessness.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.2.1 7.2.2	1. Review definitions of apathy, indifference. Show conditions of helplessness: - magazines - films, etc. List characteristics of helplessness: - maimed (physically) - ill - fear, etc. 2. Have students place selected situations under the proper heading: Apathy Helplessness Discuss why each choice is where it is.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.3 To develop an awareness of the "commonality" of apathetic behavior in daily life.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

7.3.1 Give common examples of apathetic behavior.

7.3.2 Describe the observed results of the apathetic behavior they have described.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.3.1 7.3.2	1. Elicit from students examples of apathetic behavior as in newspapers, personal experiences, etc. Respond to questions: a) What was the apathetic behavior? b) What happened as a result of the behavior? c) What might have happened if behavior had been different? Example: A person being molested. A passerby noting what is happening, but offering no direct assistance, nor sounding alarm.	Newspapers

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhuman conditions.

Objective : 7.4 To develop an understanding of "responsibility/right."

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

7.4.1 Define responsibility.

7.4.2 Define right.

7.4.3 Give examples which show the difference between responsibility and right.

7.4.4 Discuss what kinds of behavior result from only taking advantage of one's rights without putting into practice accompanying responsibilities.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.4.1 7.4.2 7.4.3	1. Review definitions of a <u>right</u> and a <u>responsibility</u>. Have students examine situations depicting conflict between persons or groups. Students determine and list who has rights, what are the rights, and who has responsibilities, what are the responsibilities. Why?	Conflict Situations: - pictures - newspaper accounts - commercial
	2. Locate newspaper articles which depict rights or responsibilities either being championed or abused. Group them on bulletin board in "championed" or "abused." Discuss/debate/defend reasons for placing article(s) in a particular group.	Newspapers
7.4.4	1. Have students list rights and accompanying responsibilities of family members, class members, school staff members, etc. <u>Rights</u> <u>Responsibilities</u> 2. Have students illustrate selected incidents depicting what might/could happen when rights are misused by not assuming the accompanying responsibilities.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.1 Describe how politics and economics can influence negative behavior in people.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

8.1.3 List 25 kinds of negative behavior.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.1.3	1. Examine magazines, newspapers, etc. for illustrations showing "behavior" that: a) breaks a rule or law b) is causing harm to someone or something List on retrieval chart: a) What the behavior is - What is happening? b) What is the nature of the "harm"? c) What is being gained? 2. Make a bulletin board, collage, or mural of pictures labeled "Harmful Behavior." Make another bulletin board, collage or mural depicting "Positive Behavior." In small or large groups, discuss an aspect of each board, etc. in terms of: a) What is the nature of the behavior? b) How is it affecting the persons or things involved?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.2 Describe how racism can support economic and political power systems.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

8.2.2 Define prejudice.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.2.2	1. Discuss the definition of prejudice as: - the disregard of, or failure to honor, a person's rights. After viewing selected filmstrips, students will discuss: a) Whether a particular group suffered from prejudice. b) In what form the prejudice existed. c) The effect prejudice had upon the group. Retrieval Chart:	Heritage of Afro-American History Filmstrips Minorities Have Made America Great Filmstrips What is "Prejudice" Film American Indian: A Dispossessed People Filmstrip Dictionaries Newspapers Magazines Television Drama, News, and Documentary

Group	Form of Prejudice	Effects of Prejudice

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.8 Compare the Atlantic slave trade to the displacement of Native Americans from their lands.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

8.8.1 Describe the Atlantic slave trade system.

8.8.2 Describe the systematic displacement of Native Americans from their lands.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.8.1	1. Students, in groups, will chart the route of the slave trade on world maps, and prepare answers to the following questions: a) How were Africans brought to America as slaves? displaced from Africa? b) Why were they displaced? Class sharing and discussion.	
8.8.2	1. Make retrieval chart: Tribes | Locations Before Colonists | Locations at Present How were Indians displaced? Why were they displaced? As a class, or in groups, make chart and discuss questions.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.2 Describe what efforts are being undertaken today to improve the world.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

9.2.1 List ways in which people are protecting the environment.

9.2.4 List ways in which people are working together for peace and conflict resolution.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.2.1	1. Have students collect pictures and/or articles about the environment: air pollution, litter, etc. Make bulletin board of pictures and articles. Class sharing of articles and/or pictures with discussion of how environment is being protected.	Newspapers Magazines Television
9.2.4	1. Have students locate newspaper articles or pictures which depict either conflict or cooperation. Divide class into groups. Groups decide whether their particular pictures illustrate conflict or cooperation. Share with class: a) Which is illustrated: conflict or cooperation? b) What in/about the article or picture supports the decision?	Newspapers Magazines

Conflict	Cooperation	Supporting Facts

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.7 Devise a personal "Friends of Humanity Hall of Fame" which includes at least ten different individuals.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

9.7.1 Identify at least ten persons to be included in a "Friends of Humanity Hall of Fame."

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.7.1	1. List criteria for "Friends of Humanity," i.e. contributions must add to the well-being of others. Make retrieval chart: Name | Contribution | How Contribution Aided Others 2. Who Am I? Groups develop skits about ten persons. Present skits to class without identifying person. Students guess identity of contributor. 3. Make cartoon type booklets depicting Harriet Tubman's slave "underground railroad" activities (among other celebrated persons). Class sharing of booklets with oral explanations.	Encyclopedia LaRaza Minorities Have Made America Great Filmstrip Brotherhood of Man Who Are the People of America? Newspapers Magazines Harvard Encyclopedia of American Ethnic Groups

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.1 Define stereotype.

Grade Level: Elementary

Terminal Objective(s): Students will be able to:

10.1.1 Define stereotype.

10.1.2 Give an example of stereotyping.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.1.1 10.1.2	1. Use the following definition of "stereotype:" - A mental picture held in common by members of a group and representing an oversimplified opinion. A stereotype does not recognize the uniqueness of the individual. Have students respond to the following questions: a) What ideas come into your mind when you think of Indians? b) What ideas come into your mind when you think of Chinese? List responses on chalkboard. Ask students to identify those items which are true of every Indian or Chinese. 2. Have students list commonly accepted ideas about the following groups:	

T.O.	ACTIVITIES	RESOURCES
10.1.1 10.1.2		

Group Name	Commonly Accepted Ideas
Blacks	
Whites	
Mexicans	
Orientals	
Police	
Boys	
Girls	

Have students point out any idea for which they know of someone to whom it does not apply.

3. Make chart concerning careers:

Career	Male	Female
Nurse		
Doctor		
Construction Worker		
Truck Driver		
Secretary		

Have students check either male or female if they regard this as that particular type of career. Discuss if this applies to all males or females.

4. Have students collect pictures of/or draw about situations illustrating stereotyping. Have student explain the situation in terms of the effects stereotyping has in that situation.